

**THE USE OF NUMBER CONCEPT VOCABULARY CARD IN
TEACHING ENGLISH TO YOUNG LEARNERS
AT SD NEGERI DUWET 02 IN 2014/2015 ACADEMIC YEAR**



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirement

for Getting Bachelor Degree of Education

in English Department

by

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OCTOBER, 2015



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CARD IN TEACHING ENGLISH TO YOUNG
LEARNERS AT SD NEGERI DUWET 02 IN
2014/1015 ACADEMIC YEAR**

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AT SD NEGERI DUWET 02 IN 2014/2015 ACADEMIC YEAR**

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ABSTRACT

In general this study aims (1) to describe the implementation of number concept in teaching English vocabulary in SDN Duwet 02 describing (a) the objective, (b) the materials and (c) teaching procedures, (2) to describe the students response, (3) to describe the strength and weakness of teaching vocabulary using number concept. The type of this research is descriptive qualitative research. The writer collects the data by observing the teaching learning process, conducting interview with teacher and students, and taking documentation during teaching-learning process. The technique for analyzing data is data reduction, data display, and conclusion. The result of this research shows that: (1) the objective of teaching English vocabulary is to improve the students vocabulary mastery. The textbook used is handout from the teacher. There are three activities in teaching learning process, such as: opening, learning activities, and closing (2) most of the students gave positive responses. Most of them enjoyed the teaching-learning process. They were very interested in the process of learning in every meeting. (3) Using Number Concept Vocabulary Card, the students can easily memorize the number, because they can study with the real object. However, it can be a challenge for shy students. They are not brave to demonstrate the commands with the materials.

Keywords: Teaching Vocabulary, Number Concept, Young Learner

A. INTRODUCTION

In the world, there are many languages, one of them is English language. English language is an International language. In Indonesia, English is one of the foreign languages for Indonesian students, that must be learnt in school since kindergarten level until university level. Learning English is very important for Indonesian students because English is an international language and most used language in the world.

Teaching English in elementary school is focused on vocabulary. Vocabulary cannot be separated from other elements of English in teaching learning process in elementary school because vocabulary influences the ability of students in studying English language.

Vocabulary is the total number of word in language master by somebody. Fauziati (2010: 61) states that “vocabulary is centras to language and of critical importance to typical language learner” So vocabulary is the solid foundation to learn English for children. It is a primary skill which should be mastered by the children before they acquire another language skill, such as listening, speaking, reading, and writing. It means that vocabulary plays an important role in communication both in spoken and written.

English teaching media are very important to help students acquire new concepts of, the skills and language competences. They are many kinds of media which can be used by the teachers in the teaching learning process, but the teacher should be selective when choosing.

Piaget's (1952) states that in order to have an operational concept number, children must think that actual property (number) remains identical with itself across transformations that do not affect the number (referred to as “conservation”). Number concept is one of the media that can be used by teacher to teach about number in teaching English. With number concept the student in elementary will be easier to understand and remamber what they learn.

SD Negeri Duwet 02 is an elementary school in Baki which uses media in teaching English vocabulary. By using media in teaching English, the student could understand the English lesson easily. Besides, the students will be interest and happier to learn English then enrich their English vocabulay. *SD Negeri Duwet 02* is an elementary school uses media in the teaching learning process, and the media uses always different which appropriate with the material.

Based on the background above, the researcher is interested in conducting a research entitled THE USE OF NUMBER CONCEPT VOCABULARY CARD IN TEACHING ENGLISH TO YOUNG LEARNERS AT SD NEGERI DUWET 02.

B. RESEARCH METHOD

The type of this research is descriptive qualitative research. The writer describes the teaching English vocabulary using Number Concept for the second grade students of SDN Duwet 02, the objective, the material, the teaching procedures, the students response of teaching English vocabulary and the strength and weakness using Number Concept in teaching-learning process. The subject of this study is limited to the teacher and the students for the second grade of students at SDN Duwet 02, which consist of one class. It consists of 19 students included 11 female and 8 male. The writer uses purposive sampling. The writer focuses on teaching English vocabulary using Number Concept for the second grade students of SDN Duwet 02 in 2014/2015 academic year. The data are taken from interview, observation, and documentation. The data consist of the material used in teaching-learning process, activity in teaching-learning process, and the result of interview with the students about their response to the teaching-learning activity. The technique for analyzing data is data reduction, data display, and verifying data.

C. RESERACH FINDINGS AND DISCUSSION

From the observation and interview that has been conducted, the main points of this research is to describe the teaching English vocabulary using Number Concept. The data description is devided into some points of know that teaching English vocabulary using Number Concept, the objective, the material, the teaching procedures in teaching-learning process and, the students response, the strength and weakness using Number Concept.

1. The use of number concept in teaching number to the second year of SD Negeri Duwet 02.

Based on the observation and interview, the writer finds the implementation of teaching English vocabulary using Number Concept such as, the objective, the material, and the teaching procedures.

a. The Objective of Teaching English Vocabulary

Based on observation and interview at second grade of SD N Duwet 02, the goal of teaching English Vocabulary in this school is to develop and improve the students vocabulary. From the interview with the teacher in this elementary school, he said that:

“Tujuan diajarkannya bahasa Inggris di sekolah dasar khususnya kelas 2 yaitu untuk mengembangkan dan meningkatkan kemampuan siswa dalam berbahasa Inggris, khususnya dalam belajar kosa kata. (Mr. Romi Inung Thursday, February 19 2015, 09.00)”

From the interview and observation above, the writer knows that the objectives of teaching English at elementary school are to develop and improve the student’s vocabulary.

b. The Material of Teaching English Vocabulary

In teaching-learning process of SDN Duwet 02 used textbook entitled “Kamus Bergambar Tematik”, and textbook made by the teacher. In teaching vocabulary the teacher also uses things in the classroom to teach the students.

The second grade of SD N Duwet 02 uses textbook from Bengawan Ilmu “Kamus Bergambar Tematik” and the teacher also

added the material from the real thing around the classroom to facilitate students to learn English. For example the teacher ask to the student “How many table in this class?”, “How many students in this class?” The material of teaching English is focused on number.

c. The Procedure of Teaching English Vocabulary

In teaching-learning process, the writer observed the procedure of Number Concept for teaching English vocabulary and classroom activities that happened at the second grade of SDN Duwet 02. In this part, the writer described some activities that had been done by the students and the teacher during teaching-learning process. The writer's observation was held for four times from February 21th until March 4th, 2015. The observation was held once a week in Wednesday. The first observation was conducted on Wednesday, February 21th, 2015 at 07.00 – 07.35 a.m. The second observation conducted on Wednesday, February 25th, 2015 at 07.00 – 07.35 a.m. The third observation was conducted on Wednesday, February 28th, 2015 at 07.00 – 07.35 a.m. The fourth observation was conducted on Wednesday, March 4th, 2015 at 07.00 – 07.35 a.m. The writer interview to students and the teacher. The teacher through the process of teaching-learning that consists of three steps, there are: (1) Opening, (2) Learning Activities, (3) Closing. In teaching-learning procedd the teacher overload Indonesian.

The differently in first until fourth observation like material and technique. In first meeting the material like upper part of body, the teacher discussed about eye, ear, mouth, teeth, hair, nose, chin, chick, tongue and the words of command like touch and cover. In the second meeting the teacher explained the middle part of body like hand, finger, arm, elbow, neck, shoulder, stomach and the commands used like snap, turn and shake. In the third meeting their teacher described about the under part of body, there are knee, foot, toes and the words of commands like stomp and bend. The last meeting reviewed all

materials in first, second, and third meeting and the new command like show and hold up.

2. The student's responses on the implementation of number concept in teaching vocabulary.

Based on the writer's interview with the second grade students at SD Negeri 02, the writer acknowledged that the students are interested and enthusiastic to follow the lesson by number concept. The students seemed to enjoy studying and not bored in the classroom. There are some answer from the students:

Iya mbak saya suka, karena pembelajaranya asik,mudah menghafal” (Nur, Wednesday, February. 25 2015, 08.00).

“Iya mbak saya suka, karena menyenangkan. Dan mudah menghafalnya” (Salma, Wednesday, February. 25 2015, 08.09).

“Saya senang belajar bahasa Inggris tentang angka menggunakan gambar-gambar” (Andre, Wednesday. 25 2015, 08.19).

Most of the students in this class gave good responses, they enjoyed the learning activity. They can learn with move their body. They learned a lot of things through the real object that they were learning.

3. The Strength and Weakness of Teaching Vocabulary by Using number concept.

From the observation and interview with the teacher, the writer realizes that every teaching technique has strength and weakness. The strength will make the teaching technique more attractive. But in other side, the weakness become the barrier of this technique.

a. The strength of teaching vocabulary using number concept are as follows:

1) The students enjoy the situation and feel happy in their study.

In teaching learning process using number concept the students feel enjoy and happy because in teaching learning processe the student study with a number concept containing picture of things.

“Ada beberapa kelebihan, diantaranya pertama siswa suka dan merasa senang ketika diajarkan kosa kata menggunakan gambar-gambar dalam belajar angka” (Thursday, February 19 2015, 09.15).

2) The students feel easier to understand their material.

Students can be easier to understand the material of number using number concept. They study using number concept consist of things in the classroom.

“kemudian siswa lebih mudah mengingat dan menghafal dibandingkan mengajar dengan ceramah”. (Thursday, February 19 2015, 09.15).

3) The teacher can make the students feel confidence.

This method can make the students feel confidence in the classroom, because in this method the students must answer the question by going to in front of the class.

“ketiga, siswa lebih percaya diri, kebanyakan siswa merasa takut untuk maju kedepan kelas, dengan adanya model seperti ini membuat siswa merasa tidak takut untuk maju kedepan untuk mengerjakan”. (Thursday, February 19 2015, 09.15).

b. The weakness of teaching vocabulary using number concept are as follows:

1) The teacher needs more time to handle the students in the class.

This method make the teacher needs more time to handle the students in classroom, because when one student stands in front of the class, the teacher must handle another students.

- 2) The teacher needs more time to make the material using number concept.

The teacher needs more time to make the material using number concept, because the teacher must prepare the material using number concept.

From the interview with the teacher in SD N Duwet 02, he said that:

“Ya betul mbak, dalam mengajarkan bahasa Inggris menggunakan media saya harus menyiapkan media apa yang akan saya siapkan sesuai dengan materi yang akan saya sampaikan”.

D. Conclusion

After describing and analyzing the data, the writer draws conclusion based on the observation, interview, and document of teaching vocabulary at SD N Duwet 02. The conclusion are:

1. The implementation teaching vocabulary using number concept at the second year of SD Negeri Duwet 02 are:
 - a. The objective of teaching vocabulary is to develop the vocabulary and improve the student's competence.
 - b. The material for teaching Vocabulary at SD N Duwet 02 is based on the topic in the textbook from Bengawan Ilmu “Kamus Bergambar Tematik” and handout by the teacher.
 - c. The students response in teaching English vocabulary is good, they enjoy and feel happy to study English vocabulary using number concept. Although the students can not speak English well but they feel happy and enjoy to learn it.

2. The strengths of using number concept in teaching English vocabulary are making the students enjoy and happy in their study. The students would be easier to understand their material. The teacher can make the students feel confident.
3. The weakness of teaching vocabulary using number concept are the teacher needs more time to handle the students in the class and the teacher needs more time to make the media of number concept.

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